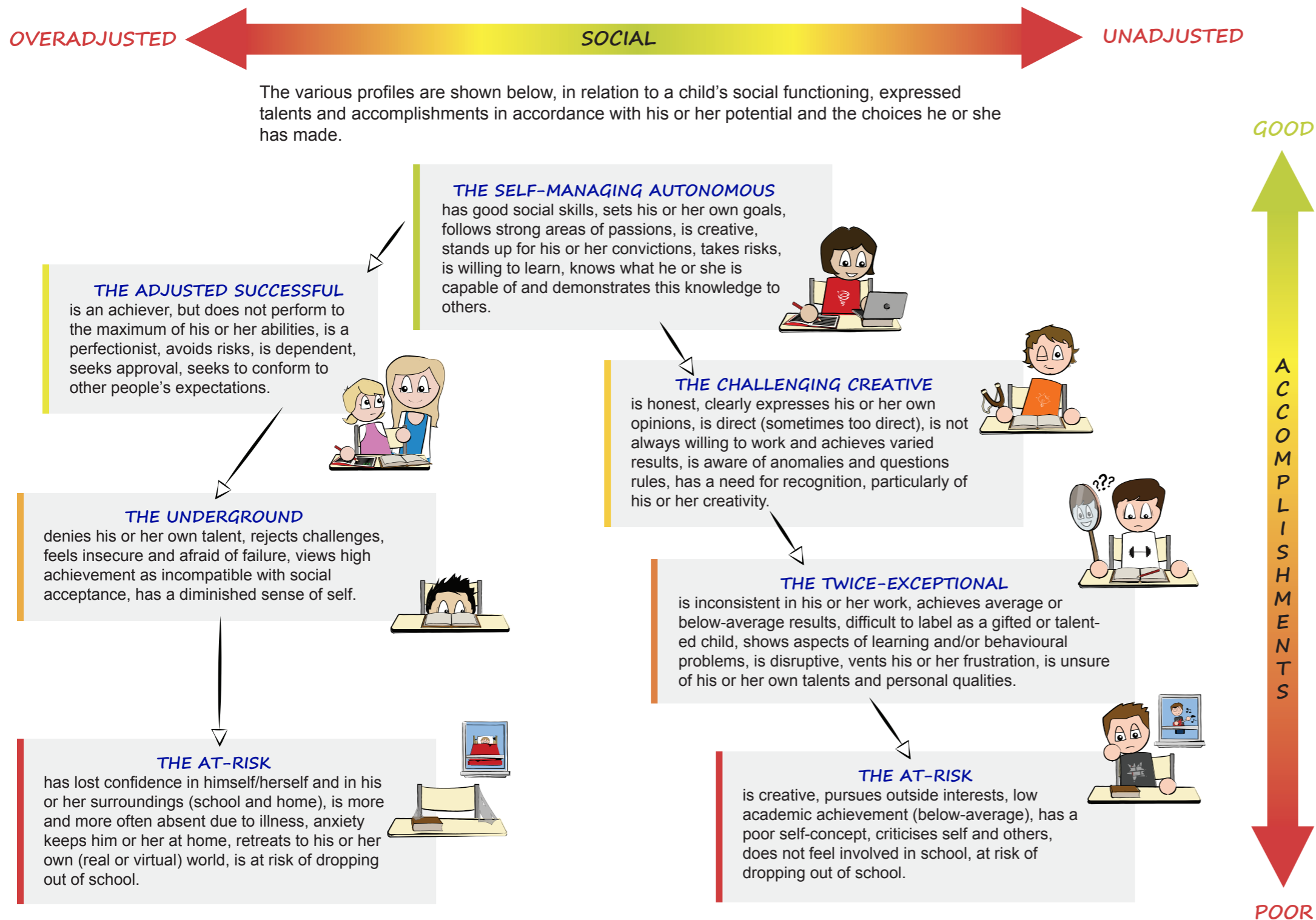


# What can you recognize in the profiles of gifted and talented children?

Each and everyone is unique and has different talents. The process of developing and expressing your talents is one that is constantly influenced by the way you respond to your experiences, express your talents and rise to your challenges, and by the opportunities and constraints in your surroundings.

Maureen Neihart and George Betts compiled six profiles setting out the characteristic features of gifted and talented children. These show how to recognize a gifted or talented child and how their surroundings, i.e. home and school, can best support them. You may well recognize certain features from more than one profile.

So what can you recognize in these profiles? Can you see things that could help you in your further development?



## BASIC PSYCHOLOGICAL NEEDS

Everyone has certain needs – in terms of competence, autonomy and relatedness. These are the three basic psychological needs.

### AUTONOMY: OPPORTUNITIES TO MAKE YOUR OWN CHOICES AND TO ASSUME RESPONSIBILITY



If this need is met, you experience

- the space to decide for yourself how to tackle a particular problem
- the space to express your ideas
- that your feelings and opinions count
- that you are regularly able to make your own choices
- involvement in important issues at home and in school.

### COMPETENCE: CONFIDENCE AND PLEASURE IN YOUR OWN ABILITIES



If this need is met, you experience

- that you are capable of learning interesting new skills
- that you can succeed in the things you do
- that you will have plenty of opportunities in the future for demonstrating your abilities
- that you can devote yourself fully to new tasks, without being hindered by any constraints
- self-confidence and the approval of others, at home and in school.

### RELATEDNESS: FEELING SAFE, ACCEPTED AND CONNECTED



If this need is met, you experience

- a connection with peers and adults, at home and in school
- that you are understood by others, and that others try and understand you
- that others appreciate you for who you are
- that you are expected to make a contribution, and that your contributions are valued
- that it is worth engaging with others.

# What applies to you and how can you develop your potential?

## THE SELF-MANAGING AUTONOMOUS

You know what you want and what you're capable of achieving. You're keen to learn new things. You learn from your mistakes and seek to achieve the goals that you've set yourself. You're proud of what you've achieved in your own way and want others to appreciate your accomplishments. You have a good understanding of yourself and enjoy good relations with other people. You're not afraid to be yourself. You feel understood and acknowledged. You may sometimes decide to spend more time on outside interests than on the pursuit of high academic achievements.

flexible, tenacious, driven, strongly self directed, goal-oriented, optimistic, tolerant, respectful, resilient

## THE CHALLENGING CREATIVE

You're creative in your thoughts and actions. Thanks to your keen observational skills, you're adept at spotting exceptions to the rules. You don't take things for granted, you're critical and direct, at times too direct. Your academic achievements are somewhat erratic, as is your behaviour at school: some teachers get along with you like a house on fire, others regard you as difficult and cheeky.

creative, perseveres in passions, high energy, bored, impatient, poor self-control, strong sense of justice, emotionally labile

## THE ADJUSTED SUCCESSFUL

You're a high achiever. Your achievements often attract admiration and appreciation from others. You're set on obtaining the best possible results and are keen to avoid any mistakes. You ask others to confirm that you are doing the right thing, even if it's not really necessary.

You find it hard to trust your own judgement or to follow a path of your own. You're sensitive to what your surroundings expect of you. Other people tend to assume that you can easily do things on your own, without any extra challenges or help. Would you be able to achieve even more or would you like to do something completely different, based on your own choices?

keen to score high marks, loved and admired, conforming, looks for approval, afraid of failure, a fixed mindset, tends to take the safe choice or the familiar route

## THE TWICE-EXCEPTIONAL

You have qualities and strengths in abundance. At the same time, you experience problems in learning and behaviour. This is frustrating and confusing. You may find yourself feeling stupid and misunderstood. You have a powerful need to feel that your talents are recognised and put to use, and that you can work on your skills.

At the same time, you need coping strategies to deal with your personal challenges. Accept their existence and learn to deal with them. In doing so, emphasise the development of your talents.

frustrated, not task-oriented, tendency to feel anxious or depressed, a sense of failure at school, social or emotional problems, needs to make a lot of extra effort

## THE UNDERGROUND

You do your best to go unnoticed. You don't want to work on different projects from the rest of the group. You think that the rest of the group won't accept a high academic achiever. You give priority to 'fitting in with the group' over and above developing your talents and pursuing your interests. You're unsure and tend to avoid challenges. You don't have a clear picture of your own desires and abilities. You don't set yourself your own goals.

You may have certain physical complaints. You may also tend to isolate yourself more and more from others. Discovering who you are and what you can and want to do, represents a huge challenge for you. Not everyone recognises your talents since you do your utmost to go unnoticed. Your parents are aware of your qualities, though.

looks for social acceptance, variable friendships, unsure, impressionable, loss of individuality, lets opportunities go to waste

## THE AT-RISK

You're creative and sensitive. You're not motivated for school-related interests and prefer to seek your challenges in the form of outside interests. Although you attend school in a purely physical sense, you feel hardly any sense of involvement with the things that go on there. You're at risk of transferring to successively lower academic levels. Your behaviour is regularly irresponsible and inappropriate.

There are also problems at home, where tensions sometimes run high. You often blame other people or 'the situation' and are hardly conscious of your own role, if at all. Hobbies (such as computer games, art and music) generate positive energy and help you to express your talents.

unrealistic expectations, feels unaccepted, poor self-concept, feels depressed, thrill-seeking, little or no sense of responsibility, low academic achievement

